

President's Council Meeting
December 19, 2018
AGENDA

PRESENT: Joyce Helens, Sonja Sibert, Jake Rivera, Sonja Brown, Matt McCarty, Bret Murphy, Amber Donnelly, George Kleeb, Angie DeBraga, William Brown, Mardell Wilkins, Brianne Warner
GUEST: Robert Hannu
ABSENT: John Rice, Joe Micke, Becky Linville, John Rice, Jinho Jung

1. Honorary Degree Award – the due date that a recommendation needs to be into the Board of Regents is January 28th. Honorary degrees need the approval of the Board of Regents.
2. Community Service Award – need to be thinking about a recipient for the Community Service Award.
3. Outstanding Alumni Award – need to be thinking about a recipient for the Outstanding Alumni Award recipient.
4. Commencement Speaker Discussion
5. Faculty Senate Update – George Kleeb reported/lead discussion on the following Faculty Senate items:
 - a. Budget & Facilities Equipment List – George asked Bob Hannu to talk about the equipment award list. The B&F committee recommendation to award \$300,000 for equipment purchases. Committee has discussed rotating disbursements from year to year to different departments. Safety issues are not part of this necessarily. Sonja Sibert will look at balances of the tech fee and other fees and give Faculty Senate an amount that they can disburse. The departments will put in their wish lists then it is vetted by the department chairs and then the deans and then the VPAA. There are then lengthy meetings to rate the requests. None of this money pool is used for capital expenditures but some can be used for capitalized equipment and has to be for student use. The requests must also reference back to the department strategic plan. This is strictly college funding. The Foundation is outside of this group. The Foundation can meet with department chairs to see how they can supplement their equipment and other needs.
 - b. Curriculum & Articulation from FS Meeting on December 14, 2018
 - c. Curriculum & Articulation from FS Meeting on November 16, 2018
 - d. Department Chair Responsibilities
 - e. Department Chair Recommendations to refill positions (Math and BAS-DIT)
 - f. General Education Recommendation for Embedding IT 106 for CTE Curriculum
 - g. Personnel Recommendations for TenurePresident's Council approved the Faculty Senate items. Please see attached documentation.
6. Go/No Go for Collaborative Research, Education, and Outreach with the M7.3 1915 Pleasant Valley Earthquake Ruptures – Sonja Sibert stated for every new or renewing grant there is a go/no form summary with proposed budget. The match of grants has been a challenge. This gives approval to move forward on formally applying for the grant. They will be redesigning the form. The grants policy and procedures indicates there needs to be an alignment within the institution. The form will be renamed. The process needs to be something that does not slow the grant process down either.
7. SGA Update – no update.
8. President's Update – President Heles wished every a happy and safe holiday.
9. Miscellaneous
Dr. Sonja Brown brought up the Boot camp Credit program that GBC is offering the veterans who have successfully completed basic training. It is a packaged program that will encourage a degree

pathway for the vet who has completed their basic training by giving them college credit. This opportunity gives military personnel acknowledgment of their learning that was acquired during boot camp. Now we can start marketing and awarding degrees.

Sonja Sibert reported the server migration is moving forward very well. Migration starts on the 21st and GBC will be on new server in January. Testing is occurring now on our webpages. This is another reason why we are searching for a CIO position and its importance to having a CIO position.

BUDGET & FACILITIES COMMITTEE

November 20, 2018

(MH 102, Battle Mountain)

Attending: Robert Hannu (chair), Dwaine Hiles, John Rice, Sharon Sutherland

Absent: Danny Gonzales, Tony Cortes, Jill Chambliss, Norm Whittaker Sonja Sibert (ex-officio)

Guests: Kim Hess, Matt Nichols

The meeting was called to complete work on the equipment allocation process for this year. The request was clarified for the Welding Department and, with several minor upward adjustments to other department allocations, the total proposed to be awarded to the departments totaled \$299,890 of the \$300,000 available.

Sharon Sutherland proposed that in coming years, a way be found to accommodate the larger department requests which are generally denied, perhaps by “rotating” the awards among the departments that have historically submitted requests for individual items costing near or above \$100,000.

The committee report and spreadsheet will be prepared in time for the next Executive Committee meeting, allowing for the approval of the equipment awards at the December 14 Faculty Senate meeting with final approval by President’s Council on December 19.

When all approvals are received, a notification will be sent to the departments as to when purchase orders can be generated.

The Budget and Facilities Committee will hold further meetings in the Spring Semester to discuss mission and processes.

[illegible]

CONCLUSIONS

REPORT OF THE CURRICULUM & ARTICULATION COMMITTEE

GBC Faculty Senate on November 16, 2018

Items for approval:

COURSES:

ANTH 406 Art in Small Scale Societies

ANTH 458 Origins of Inequality: A Cross-Cultural Perspective

RAD 242 Radiology Quality Management – Inactivate class

RAD 243 Medical Imaging Pathology - New Course

BIOL 401 Biology Journal Seminar - New Course (1 credit lab)

BIOL 315 Cell Biology - Reactivate Course (3 credit course)

NRES 322 Soils - New Course (Align with CCN)

MATH 352 Probability and Statistics- prerequisite change removing MATH 181 and adding STAT 152, Change prerequisites from earning a C- to a C.

MATH 120 Fundamentals of College Mathematics changes to course- new catalog description, syllabus and prerequisites. Change prerequisites from earning a C- to a C.

All other MATH Courses –.Change prerequisites from earning a C- to a C.

EMS 219 Paramedic Field Internship changing course credit from 5.5 units to 6 units

CERTIFICATES:

PROGRAMS

Informational change in the 2019-2020 catalog for Bachelor of Arts in Elementary Education pages 145-147.

Informational change in the 2019-2020 catalog for Elementary Education Post-Baccalaureate page 167 regarding EDEL 315 credits from 2-3 to 3.

Computer Office Technologies -AAS - Add ECON 102 and ECON 103 with CIT 203 to page 126 as optional classes to align with MGTSUP-BAS prerequisites.

Paramedic Program – AAS Emergency Medical Services Change pages 173-176 program changes, regarding course credits and various pre-requisite and co-requisite changes.

National Registered Paramedic Program - page 176. The program changes include changing course credits and various pre-requisite and co-requisite changes.

Natural Resources-BA - Program Changes – pages 207-209. The program changes include changing courses, course credits and various pre-requisite and co-requisite changes.

Natural Resources- AS - Program Changes – pages 205-206. The program changes include changing courses, course credits and various pre-requisite and co-requisite changes.

Geoscience-AS - Program Changes – pages 203-204. The program changes include changing courses, course credits and various pre-requisite and co-requisite changes.

Biological Science-AS - Program Changes- pages 196-197. The program changes include changing courses, course credits and various pre-requisite and co-requisite changes.

Biological Sciences-BS - Program Changes – pages 198-200. The program changes include changing courses, course credits and various pre-requisite and co-requisite changes.

Bachelor of Arts Social Science – Program Changes. Pages 214-216. The program changes include changing courses, course credits and various pre-requisite and co-requisite changes.

CERTIFICATES:

COURSES:

BIOL 400 Field School in Biology - Deactivate Course

NRES 222 Soils - Deactivate Course

The final deadline for submission to the C & A committee is November 20, 2018 for inclusion in the 2019-2020 catalog. Please remember to have your information reviewed and vetted by Melissa Risi prior to submitting to C & A. This will allow us to get the information approved by Faculty Senate in December.



POLICY AND PROCEDURE

Title:	DEPARTMENT CHAIR RESPONSIBILITIES
Policy No.:	3.4
Department:	Academic Affairs
Contact:	Vice-president for Academic Affairs

Policy

The department chair is the advocate for the department. This includes participating in department chair meetings and in meetings with administrators. The department chair is responsible for day-to-day functions of a department, in conjunction with the appropriate dean. The chair works closely with students to ensure that the department is meeting students' needs. The chair is also responsible for working with support staff, assisting students in locating advisement, managing part-time instructors and knowledge of department budgets and curricular and course scheduling duties.

Procedures

1.0 General

- The length of the term for department chairs is determined by the department.
- Each chair will fulfill teaching load responsibilities as determined by the adopted workload policy.
- Provide advising assistance when program faculty are unable.
- The department chair or designee within the department should be available, by phone or email when necessary during summer months and breaks, or arrange for an alternate contact person.
- Participate in department chair meetings and report information back to department.
- The Department Chair of Chairs is not required to serve on any additional faculty senate committees.

2.0 Responsibilities to Students

- Hear student grievances and grade appeals as outlined in the current GBC catalog and make recommendations.
- Collaborate with program supervisors to authorize prerequisite overrides for courses taught by part-time instructors.
- Advise dean and faculty concerning disciplinary issues with students.

3.0 Curriculum Responsibilities

- Approve/deny substitution and waiver request forms for department courses.
- Facilitate catalog and program degree changes with departments having a Department Chair; dean must approve information prior to submission.
- Review new course forms with Dean and program supervisor and/or appropriate faculty members before submitted to the curriculum and articulation committee.

4.0 Scheduling Responsibilities

- Coordinate scheduling of courses with faculty, center directors, and the dean; must be completed by established due date.

- Coordinate with other departments to determine class times/days for the benefit of students' degree completion.
- Work with program supervisor and/or faculty members and Deans to approve course changes and cancellations.
- Maintain long-term schedule in collaboration with the deans and other departments.

5.0 Hiring and Oversight of Part-time Instructors

- Collaborate with center directors, site coordinators and other faculty on the hiring of part-time instructors.
- Review period activity pay assignments for part-time instructors.
- Work with supervisors and/or faculty to provide syllabus templates to part-time instructors and/or provide assistance on writing a syllabus for courses within the department to ensure that all syllabi meet minimum college requirements, including course outcomes and assessments.
- Review part-time instructor's syllabi and textbook selections for completeness and accuracy.
- Complete an evaluation, or designate another individual to complete an evaluation, during the first semester the part-time instructor is hired and then again every fifth year or as deemed necessary.
- Review student ratings for all part-time instructors; submit to dean.
- Include part-time instructors in appropriate activities of the department and disseminate relevant information to them.
- Facilitate part-time instructors meeting with the appropriate distance education office for online/IAV training when needed.
- Ensure that new part-time instructors within the department are made aware of training resources where applicable.

6.0 Hiring and Oversight of Full-time Faculty

- Select a representative from the department to serve on tenure track or mentoring committees for all new teaching faculty within the department.
- Ensure department participation on the new faculty selection committees in conjunction with the personnel committee.
- Disseminate relevant information to department faculty.

7.0 Responsibilities to Administrative Assistant

- Assist supervisor of administrative assistant with the Employee Appraisal and Development Report.
- Provide guidance and necessary information to administrative assistants to complete job functions.
- Assist in gathering all syllabi, maintain copies for the department, and submit to Academic Affairs.
- Maintain records of all textbooks required for courses taught within the department.
- Submit part-time evaluation information to administrative assistant.
- Ensure department participation on classified staff selection committees.

8.0 Budget Duties

- Prioritize and manage department budget as applicable.
- Sign departmental purchase orders and "P" card transactions; monitor department budgets with assistance from support staff where applicable.
- Review and budget accordingly for travel requests/spend authorizations, forward to dean for approval.

9.0 Other Duties

- Schedule and conduct regular department meetings.
- Coordinate departmental reports and reviews as required.
- Recommend department's needs to appropriate dean or administrator.

Approved by President's Council: January 30, 2007; December 8, 2015

Approved by Faculty Senate: January 19, 2007; November 20, 2015
Approved by Department Chairs: November 6, 2015
Contact the assistant to the president for any questions, corrections, or additions.

Department Chairs Report

November 30, 2018

Department Chairs met on Nov. 30 at 9:00 a.m. The following items were approved by the committee and are submitted for Faculty Senate Approval:

1. Department Chair Responsibilities (Action Item)

For information purposes, the Department Chairs Committee also approved the following:

1. Refill for Mathematics Instructor Position
2. Refill for BAS-DIT Instructor Position

General Education Report

December 6, 2018

The General Education Committee met on Dec. 6 at 3:00 p.m. The committee approved the following for submission to Faculty Senate:

- 1. Embedding Human Relations in IT 106 for CTE curriculum. (Action Item)**

Personnel Faculty Senate Report

NOVEMBER 2018

Meeting date:. Tenure packets were reviewed by committee members on their own time and also during the meeting in early November.

Minutes:

The Personnel committee reviewed 6 tenure packets for completion. One was withdrawn due to a miscalculation of the number of years the candidate had in the tenure process and five packets were sent forward to the VPAA, Sonja Brown, per unanimous approval by the committee members who viewed the submissions. One of the five that was sent forward was also withdrawn due to the individual submitting resignation for his faculty position. Tenure packets of the following individuals were moved forward:

Evi Buell

Michelle Husbands

George Kleeb

Brandy Nielsen

The committee also reviewed possible software, CVirtual, which could be used in lieu of telephone interviews. The members who provided feedback about the software, which was then sent to Sonja S.

Respectfully submitted,

Tami Mette, Chair



CURRICULUM & ARTICULATION FORM

Please use this printable form for course changes, additions, deletions, and for new programs or changes to existing programs. For most changes, you will need to submit additional forms as well. For a full explanation of the process see Navigating the Maze that is Curriculum & Articulation and Curriculum & Articulation Committee.

SUBMISSION INFORMATION

NAME:

Norm Whittaker

PHONE NUMBER:

753-2008

SUBMISSION DATE:

11-27-18

SUBMISSION PURPOSE

☐

ADD A NEW COURSE

☐

REACTIVATE A COURSE

☐

CREATE A NEW PROGRAM

☒

REVISE AN EXISTING COURSE

☐

DEACTIVATE A COURSE

☐

CHANGE A PROGRAM

☐

DEACTIVATE A PROGRAM

COURSE INFORMATION

PREFIX AND NUMBER:

IT 106

CROSS-LISTED AS:

CREDITS:

1-4

GRADING BASIS (A-F OR S/U):

A-F

TRANSFERABILITY:

☐

Course is TRANSFERABLE for an NSHE Baccalaureate degree

☒

Course is NON-TRANSFERABLE (formerly called a "B" course)

REPEATABILITY:

☐

A student may earn credit[s] for this course only one time and can retake this course to improve a grade, but will not receive credit more than once.

☒

After successfully completing this course once, a student may repeat this class for additional credit:

Up to a total of credits OR up to a total of times.

TITLE: Is this a title change?

Yes

☐

No

☒

New Course

☐

Millwright and Process Terminology

CATALOG DESCRIPTION: Provide new description or leave blank if not changing.

This is a one-to-four credit lecture, discussion and laboratory course designed to introduce students to millwright and process terminology. Students will learn basic terminology and functions of primary process equipment and their sub-components. This course will cover basic safety, introduction to material handling, basic communication skills and human relations skills, and basic employability skills from the NCCER core curriculum and orientation to the trade from NCCER Millwright national curriculum. This course will also cover parts of basic safety policies and procedures for use in the laboratory and also translate to the job or work site safety.

PREREQUISITE(S): Provide new prerequisites or leave blank if not changing.

COREQUISITE(S): Provide new corequisites or leave blank if not changing.

NOTIFICATIONS: Which Departments and Deans have you notified? New programs must be discussed with the VPASA.

COMMON COURSE NUMBERING APPROVAL:

If this requires Common Course Numbering approval, what date did you send out the CCN form to ALL six of the other NSHE institutions (universities included)?

Please attach all e-mail replies you receive, as they are required by the System Office.

DEGREE/CERTIFICATE PROGRAM INFORMATION

THIS COURSE IS: ☐ NOT a Program Requirement

☒ A Program Requirement

PROGRAMS: If this is a program requirement, list the applicable program(s) below.

Industrial Millwright certificate and AAS

NOTES OR COMMENTS

ADDITIONAL NOTES AND COMMENTS: Attach an extra page if necessary.

addition of text to catalog description

APPROVALS

SUBMITTER

DATE

DEPARTMENT CHAIR

DATE

PEOPLESOFT/CATALOG ADMINISTRATOR

DATE

CURRICULUM AND ARTICULATION COMMITTEE CHAIR

DATE

ARTICULATION OFFICER

DATE

VICE-PRESIDENT FOR ACADEMIC AND STUDENT AFFAIRS

DATE

CLEAR FORM



IT 106
Millwright and Process Terminology
Section #1001 3 credits
Syllabus
Fall 2019

Instructor: Professor Norman A. Whittaker

Office: DCIT 146

Phone: 775 753-2008

email: norm.whittaker@gbcnv.edu

Office Hours: Mondays 1:00 p.m. To 3:00 p.m., Tuesdays-Thursdays 1:00 p.m. Fridays by appointment only.

Course Information

Course Title: Millwright and Process Terminology

Course Number: IT 106B

Course Discipline: Industrial Millwright Technology

Catalog
Description: This is a one-to-four credit lecture, discussion, and laboratory course designed to introduce students to millwright and process terminology. Students will learn basic terminology and functions of primary process equipment and their sub-components. This course will cover basic safety, introduction to material handling, basic communication skills and human relations skills, and basic employability skills from the NCCER core curriculum and orientation to the trade from NCCER Millwright national curriculum. This course will also cover parts of basic safety policies and procedures for use in the laboratory and also translate to the job or work site safety. Prerequisite: Must have been accepted into the Industrial Millwright Program. This course cannot be used for an Associate of Arts (A.A.), Associate of Science (A.S.), Bachelor of Arts (B.A.), or Bachelor of Science (B.S.) degree, and may not be transferable for other baccalaureate degrees in Nevada. *new portion*

Course Prerequisites: Admission into the GBC Industrial Millwright Program

Drop Date: August 25th, 2019

Course Location: DCIT 102 Classroom, and DCIT Room #111 (Millwright Shop)

Course Times: 7:00 A.M. – 12:00 P.M. Monday – Thursday
August 21st- August 29th, 2019

Course Credits: 3 Credits

Textbooks

Required Textbooks: Textbook : NCCER Core Curriculum Trainee Guide a ISBN # 978-0-13-608637-3
And NCCER Millwright Level 1 ISBN #978-0-13-227288-9

Learner Expected Outcomes

Upon completion of this course, students will have a competency level to understand basic millwright and process terminology and to identify process equipment and material flow.

The student will:

- Explain the idea of a safety culture and its importance in the construction crafts. (1), (2), (3)*
- Identify causes of accidents and the impact of accident costs. (1), (2), (3)
- Explain the role of OSHA in job-site safety. (1), (2), (3)
- Recognize hazard recognition and risk assessment techniques. (1), (2), (3)
- Explain fall protection, ladder, stair, and scaffold procedures and requirements. (1), (2), (3)
- Identify struck by and caught in hazards and demonstrate safe working procedures and requirements. (1), (2), (3)
- Define safe working procedures around electrical hazards. (1), (2), (3)
- Demonstrate the use and care of appropriate personal protective equipment PPE. (1), (2), (3)
- Explain the importance of hazard communication (HazCom) and material safety data sheets (MSDS's).
- Identify other hazards on the job site, including hazardous material exposure, environmental elements, welding and cutting hazards, confined space, and fires. (1), (2), (3)
- Defining a load, establishing a pre-task plan to move a load. (1), (2), (3)
- Using proper material handling techniques and choosing appropriate material handling equipment for the task. (1), (2), (3)
- Recognize hazards and follow safety procedures required for material handling. (1), (2), (3)
- Describe the type of work, career opportunities, and responsibilities of a Millwright. (1), (2), (3)
- Describe the communication, listening, and speaking processes and their relationship to job performance. (1), (2), (3)
- Describe good reading and writing skills and their relationship to job performance. (1), (2), (3)
- Describe the employment opportunities in industry and to enter industry. (1), (2), (3)

- Explain the importance of critical thinking and how to solve problems. (1), (2), (3)
- Explain the importance of social skills and identify ways good social skills are applied in industry. (1), (2), (3)

(*) Numbers represent the learner outcomes method of measurement.

Measurement of Learner Outcomes

- (1) Written Examination
- (2) Practical Evaluation – Students will be asked to show competence by kinesthetic demonstration.
- (3) Verbal – Students demonstrate competence by presenting oral demonstrations in groups and individually.

Students will be tested for knowledge and skill attainment through written tests comprised of questions taken from handouts, reading assignments, homework and lectures. Laboratory assessments will consist of practical, verbal and written examinations. Quizzes may be unannounced, but tests will be announced at least one class period before they are given.

Method of Instruction

A combination of lecture, discussion, demonstrations, and film/video presentations will be used in classroom training. There will also be hands-on training in the lab.

Course Requirements

- Safety principles will be covered as pertaining to the subject matter.
- Students will complete training on all needed shop equipment.
- Students will be required to hand in homework assignments by due date.
- Students will be required to hand in shop exercise assignments.
- Days 1-4 NCCER Core Curriculum Module 1 lecture and shop activities.
- Day 5 written test and performance evaluation on NCCER Core Curriculum Module 1
- Day 6 NCCER Level 1 module 1 lecture and written test.

Attendance Policy:

Class attendance is mandatory. Missing a day of class in the millwright program is equivalent to missing a week of regular classes. Students are also in an accelerated program with numerous classes that coincide with each other. Therefore, the attendance policy is as follows:

- A) 1st Absence of the semester..... Verbal warning.
- B) 2nd Absence of the semester..... Written warning

stating that the third absence may result in a withdrawal from class and/or loss of the MTC scholarship.

C) 3rd Absence of the semester Removal from program.

All course work is due on the assigned dates whether or not the student is present. The instructor assumes no responsibility for making sure students receive any course material for which they were absent.

Tardies: Two late arrivals will count as one absence. A late arrival is anything later than 7:00 am or 12:30 p.m. depending on which session they are attending (morning or afternoon).

No Late Work Accepted!

STUDENT CONDUCT POLICY:

Students are expected to follow the Student Conduct Policy for students in the Nevada System of Higher Education (NSHE) outlined in the GBC Catalog. Because this is a live class students will specifically be held accountable for behaving in a civil and respectful manner toward other students and the professor in all communications in class and online.

The college catalog states, "Messages, attitudes, or any other form of communication deemed to be outside the bounds of common decency/civility as judged by common standards of classroom behavior (determined, as they would be in a regular classroom, by the instructor) will not be tolerated" (p, 29).

Pay particular attention to those last four words. Any student who behaves rudely to another student or to the instructor will be dropped immediately.

ACADEMIC HONESTY STATEMENT:

Academic dishonesty, in any form, such as cheating and plagiarism, will not be tolerated by the instructor AND Great Basin College. Academic dishonesty can result in failing the assignment, class, academic suspension, or expulsion. All tests, quizzes, laboratories, and other assignments must be the student's OWN work. Plagiarism is presenting someone else's word, ideas or data as one's own. When a student submits work that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete,

accurate, and specific references; and if verbatim statements are included, through quotation marks as well. In academically honest writing or speaking, the students will acknowledge the source whenever:

- Another person's actual words are quoted
- Another person's idea, opinion or theory is used, even if it is completely paraphrased in the student's own words
- Facts, statistics, or other illustrative materials are borrowed, unless the information is common knowledge.

Students with Disabilities:

Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1973. A qualified student must furnish current verification of disability. The Director of Services for Students with Disabilities (Julie G. Byrnes) will assist qualified students with disabilities in securing appropriate and reasonable accommodations, auxiliary aids and services. For more information or further assistance, please call 775-753-2271.

Grading Policy and Grading Scale

Grades will be weighted according to the following scale:

Class participation, quizzes homework and written tests – 50%

Lab participation and performance evaluations -50%

Additional Information: Instructor reserves the right to modify the syllabus during the semester. Cell phone usage is not allowed in classroom or lab activities violation of this class rule will result in the following actions taken: 1st offense: removal from class and this will count towards an absence and if student is on scholarship the company will be notified of absence and why. 2nd offense: removal from class and student will need to schedule a meeting with the Dean and explain why this keeps happening.

Grade Scale:

100 to 94 = A

93 to 90 = A-

89 to 87 = B+

86 to 84 = B

83 to 80 = B-

79 to 77 = C+

76 to 74 = C

73 to 70 = C-

69 to 67 = D+

66 to 64 = D

63 to 60 = D-

59 and under = F

SECTION ONE

1.0.0 COMMUNICATION

Objective

Describe the communication, listening, and speaking processes and their relationship to job performance.

- Describe the communication process and the importance of listening and speaking skills.
- Describe the listening process and identify good listening skills.
- Describe the speaking process and identify good speaking skills.

Performance Task

- Perform a given task after listening to oral instructions.

Trade Terms

Active listening: A process that involves respecting others, listening to what is being said, and understanding what is being said.

Body language: A person's facial expression, physical posture, gestures, and use of space, all of which communicate feelings and ideas.

Jargon: Specialized terms used in a specific industry.

Nonverbal communication: All communication that does not use words. This includes appearance, personal environment, use of time, and body language.

Paraphrase: Express something heard or read using different words.

Every construction professional learns how to use tools. Depending on your trade, the tools you use could include welding machines and cutting torches, press brakes and plasma cutters, or surveyor's levels and pipe threaders. However, some of the most important tools you will use on the job are not tools you can hold in your hand or put in a toolbox. These tools are your abilities to read, write, listen, and speak.

At first, you might think that these are not really construction tools. They are things you already learned how to do in school, so why do you have to learn them all over again? The

types of communication that take place in the construction workplace are very specialized and technical, just like the communications between pilots and air traffic control. Good communications result in a job done safely—a pilot hears and understands the message to change course to avoid a storm, and a construction worker hears and understands the message to install a water heater according to the local code requirements. In a way, you are learning another language, a special language that only trained professionals know how to use. Even though you will use a professional language that other people may not understand, the same communication skills apply to all professions, whether doctors, builders, managers, or mechanics.

The following are some specific examples of why these skills are so important in the construction industry:

- Listening** – Your supervisor tells you where to set up safety barriers, but because you did not listen carefully, you missed a spot. As a result, your co-worker falls and is injured.
- Speaking** – You must train two co-workers to do a new task, but you mumble, use words they don't understand, and don't answer their questions clearly. Your co-workers do the task incorrectly, and all of you must work overtime to fix the mistakes.
- Reading** – Your supervisor tells you to read the manufacturer's basic operating and safety instructions for the new drill press before you use it. You don't really understand the instructions, but you don't want to ask him. You go ahead with what you think is correct and damage the drill press.
- Writing** – Your supervisor asks you to write up a material takeoff (supply list) for a project. You rush through the list and don't check what you've written. The supplier delivers 250 feet of PVC piping cut to your specified sizes instead of 25 feet.

As you can see, good communication on the work site has a direct effect on safety, schedules, and budgets. A good communications toolbox is a badge of honor; it lets everyone know that you have important skills and knowledge. And like a physical toolbox, the ability to communicate well verbally and in writing is something that you can take with you to any job. You will find that good communications skills can help you advance your career. This module introduces you to the techniques you will need to read, write, listen, and speak effectively on the job.



BASIC COMMUNICATION SKILLS

Objectives

When you have completed this module, you will be able to do the following:

1. Describe the communication, listening, and speaking processes and their relationship to job performance.
 - a. Describe the communication process and the importance of listening and speaking skills.
 - b. Describe the listening process and identify good listening skills.
 - c. Describe the speaking process and identify good speaking skills.
2. Describe good reading and writing skills and their relationship to job performance.
 - a. Describe the importance of good reading and writing skills.
 - b. Describe job-related reading requirements and identify good reading skills.
 - c. Describe job-related writing requirements and identify good writing skills.

Performance Tasks

Under the supervision of your instructor, you should be able to do the following:

1. Perform a given task after listening to oral instructions.
2. Fill out a work-related form provided by your instructor.
3. Read and interpret a set of instructions for properly donning a safety harness and then orally instruct another person on how to don the harness.

Trade Terms

Active listening
Appendix
Body language
Bullets
Change order
Electronic signature
Font
Glossary
Graph
Index

Italics
Jargon
Memo
Nonverbal communication
Paraphrase
Permit
Punch list
Table
Table of contents

Industry Recognized Credentials

If you are training through an NCCER-accredited sponsor, you may be eligible for credentials from NCCER's Registry. The ID number for this module is 00107-15. Note that this module may have been used in other NCCER curricula and may apply to other level completions. Contact NCCER's Registry at 888.622.3720 or go to www.nccer.org for more information.

SECTION ONE

1.0.0 OPPORTUNITIES IN THE CONSTRUCTION INDUSTRY

Objective

Describe the opportunities in the construction business and how to enter the construction workforce.

- Describe the construction business and the opportunities offered by the trades.
- Explain how workers can enter the construction workforce.

Trade Terms

Mission statement: A statement of how a company does business.

Reference: A person who can confirm to a potential employer that you have the skills, experience, and work habits that are listed in your resume.

Whether a laborer (blue collar) or professional (white collar), the construction business offers an abundance of opportunities. It is up to each individual to take the necessary steps to advance their own career.

To establish a career in your trade of choice, it is important to know where to look for the opportunities and be prepared to act when opportunities arise.

1.1.0 The Construction Business

The construction industry is made up of a wide variety of specialized skills (*Figure 1*). This diverse industry is made up of both laborers and professionals working together. Industry opportunities have a global presence; skilled tradespeople are needed in areas such as war zones and major construction sites around the world. The trades are not limited solely to building construction. There are also global opportunities for many craftworkers such as wind turbine technicians, welders, powerline workers, crane operators, and instrumentation technicians that are not directly related to new construction.

Did You Know?

Collar Color

The difference between blue collar and white collar jobs began in the 1920s when office workers started wearing white shirts, almost exclusively with a tie. The term *blue collar* was coined because manual laborers typically wore dark colors that did not show soiled areas.

The construction industry consists of independent companies of all sizes that specialize in one or more types of work. For example, a smaller company might install HVAC systems in residences, whereas a larger mechanical contractor might be responsible for the HVAC and piping systems associated with a hospital.

The following are some examples of the workforce needed to build a large-scale project:

- Architects to create and design the shape, color, and spaces of the structure.
- Civil engineers to analyze the architects' drawings to determine how to make the construction design possible and suggest modifications if it is not. They are also responsible for determining suitable building materials.
- Project managers to plan, coordinate, and control a project's progress or a portion thereof.
- Heavy equipment operators to excavate the site.
- Concrete pourers to pour the foundation.
- Crane operators to lift the steel beams.
- Ironworkers to cut and fit the steel beams.
- Welders to secure the framework of buildings and other metal structures.
- Electricians to install an array of electrical devices and wiring.
- Plumbers to properly install fixtures and other plumbing equipment.
- Heating, ventilation, and air conditioning (HVAC) technicians to install building comfort systems.
- Pipefitters to install chilled and hot water systems, as well as process piping.
- Carpenters to frame the walls.
- Instrumentation technicians to install measuring and control instruments.
- Landscape designers to decide on the aesthetics of the project.



BASIC EMPLOYABILITY SKILLS

Objectives

When you have completed this module, you will be able to do the following:

1. Describe the opportunities in the construction businesses and how to enter the construction workforce.
 - a. Describe the construction business and the opportunities offered by the trades.
 - b. Explain how workers can enter the construction workforce.
2. Explain the importance of critical thinking and how to solve problems.
 - a. Describe critical thinking and barriers to solving problems.
 - b. Describe how to solve problems using critical thinking.
 - c. Describe problems related to planning and scheduling.
3. Explain the importance of social skills and identify ways good social skills are applied in the construction trade.
 - a. Identify good personal and social skills.
 - b. Explain how to resolve conflicts with co-workers and supervisors.
 - c. Explain how to give and receive constructive criticism.
 - d. Identify and describe various social issues of concern in the workplace.
 - e. Describe how to work in a team environment and how to be an effective leader.

Performance Tasks

This is a knowledge-based module; there are no Performance Tasks.

Trade Terms

Absenteeism
Amphetamine
Barbiturate
Bullying
Cannabinoids
Compromise
Confidentiality
Constructive criticism

Hallucinogen
Harassment
Initiative
Leadership
Methamphetamine
Mission statement
Opiates
Professionalism

Reference
Self-presentation
Sexual harassment
Synthetic drugs
Tactful
Tardiness
Work ethic
Zero tolerance

Industry Recognized Credentials

If you are training through an NCCER-accredited sponsor, you may be eligible for credentials from NCCER's Registry. The ID number for this module is 00108-15. Note that this module may have been used in other NCCER curricula and may apply to other level completions. Contact NCCER's Registry at 888.622.3720 or go to www.nccer.org for more information.

SECTION TWO

2.0.0 CRITICAL THINKING AND PROBLEM SOLVING

Objective

Explain the importance of critical thinking and how to solve problems.

- Describe critical thinking and barriers to solving problems.
- Describe how to solve problems using critical thinking.
- Describe problems related to planning and scheduling.

Trade Terms

Absenteeism: A consistent failure to show up for work.

Tardiness: Arriving late for work.

Having the ability to solve problems using critical thinking skills is a valuable skill in the workplace. There will be situations in which timely job completion is at risk because a problem suddenly arises. Using the tools of critical thinking skills can get the project moving forward and will also demonstrate your problem-solving capabilities.

2.1.0 Critical Thinking and Barriers

Throughout your construction career, you will encounter a variety of problems that must be solved. Critical thinking skills allow you to solve such problems effectively. Critical thinking means evaluating information and then using it to reach a conclusion or to make a decision. Critical thinking allows you to draw sound conclusions and make good decisions when you use the following approach:

- Do not let personal feelings get in the way of fairly evaluating information; put them aside and remain objective.
- Determine the cause (why it happened) and effect (what happened as a result).

- Think about the expertise or experience of people who are sources of information. Ask experts and people you trust for their advice. There is no reason to think through a problem in isolation.
- Compare new information with what you already know. If it does not fit, question it and try to separate fact from fiction.
- Weigh the merits of each option and alternative, and consider if one or more can be justified.

2.1.1 Barriers to Problem Solving

When searching for the solution to a problem, it is easy to fall into a trap that prevents you from making the best possible decision. The following are the most common barriers to effective problem solving:

- Closed-mindedness
- Personality conflicts
- General fear of change

To be closed-minded is to distrust any new ideas. Closed-minded people may also resist any suggested changes. Effective problem solving, however, requires you to be open to new ideas. Sometimes the best solution is one that you would have never considered on your own. Remember that other people have good ideas, too. You must be willing to listen and evaluate their input fairly.

Sometimes you may fail to appreciate the value of information or advice simply because you do not get along with the person offering it. One of the most important skills one can master is the ability to separate the message from the messenger. Weigh the value of the information separately from your feelings about the individual. This ability will show people that you are a true professional.

People often fear change when they believe it threatens them somehow, while it is often the lack of change that is the problem. In addition, it is often difficult to clearly see the path to implementing change or to envision the final result. When the path toward, or results of, a proposed change is difficult to see, the fear of change is combined with a fear of the unknown. If you embrace the concept of change, you will never stop finding new ways to solve problems. An ancient Greek philosopher named Heraclitus is credited for first speaking the words "change is the only constant in life."



SECTION THREE

3.0.0 RELATIONSHIP AND SOCIAL SKILLS

Objective

Explain the importance of social skills and identify ways good social skills are applied in the construction trade.

- Identify good personal and social skills.
- Explain how to resolve conflicts with co-workers and supervisors.
- Explain how to give and receive constructive criticism.
- Identify and describe various social issues of concern in the workplace.
- Describe how to work in a team environment and how to be an effective leader.

Trade Terms

Amphetamine: A class of drugs that causes mental stimulation and feelings of euphoria.

Barbiturate: A class of drugs that induces relaxation, slowing the body's ability to react.

Bullying: Unwanted, aggressive behavior that involves a real or perceived power imbalance. This form of harassment may include offensive, persistent, insulting, or physically threatening behavior directed at an individual.

Cannabinoids: A diverse category of chemical substances that repress neurotransmitter releases in the brain. Cannabinoids have a variety of sources; some are created naturally by the human body, while others come from cannabis (marijuana). Still others are synthetic.

Compromise: When people involved in a disagreement make concessions to reach a solution that everyone agrees on.

Confidentiality: Privacy of information.

Constructive criticism: A positive offer of advice intended to help someone correct mistakes or improve actions.

Hallucinogen: A class of drugs that distort the perception of reality and cause hallucinations.

Harassment: A type of discrimination that can be based on race, age, disabilities, sex, religion, cultural issues, health, or language barriers.

Initiative: The ability to work without constant supervision and solve problems independently.

Leadership: The ability to set an example for others to follow by exercising authority and responsibility.

Methamphetamine: A highly addictive crystalline drug, derived from amphetamines, that affects the central nervous system.

Opiates: A narcotic painkiller derived from the opium poppy plant or synthetically manufactured. Heroin is the most commonly used opiate.

Professionalism: Integrity and work-appropriate manners.

Self-presentation: The way a person dresses, speaks, acts, and interacts with others.

Sexual harassment: A type of discrimination that results from unwelcome sexual advances, requests for sexual favors, or other verbal or physical behavior with sexual overtones.

Synthetic drugs: A drug with properties and effects similar to known substances but having a slightly altered chemical structure. Such drugs are often not illegal since they are somewhat different than well-defined restricted or illegal substances. The two typical categories are cannabinoids (lab-produced THC or marijuana substitutes) and cathinones, which are designed to mimic the effects of cocaine or methamphetamines.

Tactful: Being aware of the effects of your statements and actions on others.

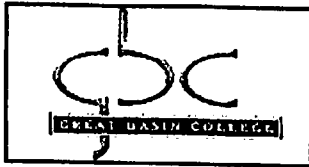
Work ethic: Work habits that are the foundation of a person's ability to do his or her job.

Zero tolerance: The policy of applying laws or penalties to even minor infringements of a code in order to reinforce its overall importance, typically related to drug and alcohol abuse when applied to the workplace.

A relationship results from the process of interacting with another person, or a group of people. Relationships are affected both by real actions and the perceptions of individuals. Every day, you interact with co-workers, supervisors, and members of the public who see you working. No one wants to work with, hire, or spend time with an unprofessional person.

Craftworkers need to be aware of the appropriate professional conduct for work situations, and follow that conduct at all times. Your actions reflect on your own professional status, that of your colleagues, the company you work for, and the image of your profession as seen by the public.





Great Basin College
Course Syllabus
Fall 2017

Course Title: BUS 110 – Human Relations for Employment
Section: 1001-LEC
Credits: Three (3)
Instructor: Robert Cowan, Ed.D.
Contact: Phone: (702) 573-3545 Email: WebCampus System
Office Hours: M/W/F 9:00 AM - Noon
Course Schedule: Asynchronous WebCampus (Online)
Course Week: Monday 12:01 AM - Sunday 11:59 PM
Course Duration: August 28 – December 15

Textbook: Effective Human Relations: Interpersonal and Organizational Applications; 13th Edition, 2017
Authors: Reece & Reece
ISBN 13: 978-1-305-57616-2
Publisher: Cengage Learning

Catalog Description

Introduces students to the principles and skills of effective communication in business and professional settings. It provides information on how to communicate with superiors, co-workers, subordinates, clients, and customers. Three-credit course includes a computation component.

Prerequisite(s)/Corequisite(s)
None

Instructor's Course Description

During this course we will explore how complex human interaction is integral in today's workplace through interpersonal and organizational relationships. We will study communication methods and the significant role that these methods play in the workplace and in our personal lives. We will look at how our personal experiences and opinions impact our thoughts and communication in the workplace, and how we can work to become more adept at building effectual bonds. We will address challenges that we may experience in today's workplace, positive ways to work through such challenges, and developing methods that will preserve our interactions during stressful situations.

Instructor's Note

This course will make use of discussion board posts, individual writing assignments, quizzes, and other modalities. It is important to give each task an equal portion of effort and attention because concepts within this course build upon one another. You may find that the course content is a combination of psychology, sociology, social science, and motivational techniques. Enter the course with an open mind and we will all learn a lot and have fun along the way.

Great Basin College Grants and Projects Go/No Go Decision Making Worksheet

Project Agency and Title: Collaborative Research: Research, Education, and Outreach with the M7.3 1915 Pleasant Valley Earthquake Ruptures.												Decision: ☐ Go ☐ No Go	
Bid Factors	Weighted Decision Criteria											Estimated Rating	
	Negative				Neutral			Positive					
	0	1	2	3	4	5	6	7	8	9	10		
1. Fit with College mission, Strategic Plan, research findings	Does not align with the College mission and plan				Marginally matches the College mission and plan			Helps fulfill the College mission and plan				10	
2. Background (expertise of College in project area)	Weak in area or totally new area to college				Average experience in this area			Strong expertise in this area				10	
3. Proposed College Principal Investigators	Poor in-house team				Good in-house team			Excellent in-house team				10	
4. Financial Potential	Poor short term, poor long term, likely to cost College				Questionable short-term, questionable long-term			Excellent short- and long-term, likely to yield a margin				10	
5. Team Members (College's partners and major subcontractors)	Partners and subcontractors dilute/weaken effort				Partners and subcontractors have no major effort			Partners and subcontractors have enhancing effect				10	
6. Advance information on request for proposal (RFP) (Adequate information to respond)	Did not expect RFP, unprepared				Generally up to date with RFP, no major negatives			Good favorable information, ready to respond				7	
7. Capability to effectively respond	Do not have staff time to adequately respond				Stresses staff time, but are able to respond			Have staff time to develop highly competitive proposal				7	
8. Competitive Assessment (competition and funding probabilities)	Competition is very strong, odds under 10%				Open competition, odds are 10-50%			Open competition, odds exceed 50%				3	
9. Funding Agency contact, history, and rapport	College is unknown to this agency and staff				College is known to this agency and staff			College has well-developed working relationships				10	
10. College Resources (space, personnel, matching funds, reporting requirements)	Requires significant investment of college resources				Requires marginal investment of college resources			Requires minimal investment of college resources				10	
Total Score (sum of scores for each factor evaluated)												87	

Proposed idea or grant proposal has been reviewed by Chair(s) and Deans of affected department(s), if applicable.

YES



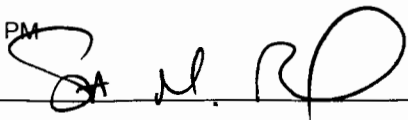
NO



R. Bagley - SCIENCE CHAIR

Last Revised: 12/11/2018 2:38 PM

Vice President Signature



Date

12/12/18

Great Basin College and University of Nevada, Reno - Collaborative Research: Research, Education, and Outreach with the M7.3 1915 Pleasant Valley Earthquake Ruptures.

Caroline Bruno Meisner – Great Basin College

Steve Wesnousky – University of Nevada, Reno

Science: The Pleasant Valley earthquake occurred ~30 miles south of Winnemucca, NV on October 2, 1915. This magnitude 7.3 earthquake (Wallace, 1984) is the northernmost and largest of the sequence of similar magnitude surface rupture earthquakes within the Basin and Range extensional province that defines the Central Nevada Seismic Belt (CNSB). Whereas paleoearthquake and fault slip rate studies are documented in the professional literature for the 1932 and 1954 earthquakes of the sequence (Bell et al., 2004; 1999; Bell and Katzer, 1990; Caskey et al., 2004), there remains no firm and published evidence in the professional peer review literature of the rate and regularity at which surface ruptures have occurred in Pleasant Valley nor the average rate at which the Pleasant Valley fault slips.

Broader Impacts: Broader impacts will be addressed with a collaboration between the University of Nevada, Reno (UNR) and Great Basin College (GBC). Broader impacts in federally funded grants generally focuses on science graduate and post doc students (Lok, 2010) already hooked on science. Although it is important to foster the growth of future scientists, it is equally important to expose non-scientists to the scientific process. We will employ an extensive, multi-disciplinary outreach strategy that includes incorporating geology graduate students and undergraduate students in education, graphic communications, math, and science in the scientific process. Additionally, workload reassignment for Meisner will open up part-time teaching opportunities at GBC for a UNR PhD candidate or recent UNR graduate interested in gaining teaching experience. Meisner will mentor the new, early career instructor to ensure a solid foundation in best teaching practices.

The outreach approach will build and expand on experiences learned in Meisner's development of 'RuGGEd' (Ruby Mountains – Geochron, Geology, and Education: an ongoing NSF-funded program of science, education and outreach that includes field experiences for students and teachers hosted on YouTube and linked to an interactive Google Map). We will use the established RuGGEd platform to address earthquake science and seismic hazards in northern Nevada. As of December 11, 2018 RuGGEd contains 33 geology related videos and has 61 subscribers. Since RuGGEd was established in March 2018, viewers have watched over 2,100 minutes of video, and within the last 90 days, 269 unique viewers have accessed the site and have watched 954 minutes of video.

Wesnousky and Meisner will meet two times a semester throughout the grant cycle to build ADA compliant instructional resources about the field location, sampling methods, dating techniques, and results. Wesnousky and Meisner will also collaborate to develop an interactive field guide. GBC Faculty, Students and Staff will have the opportunity to tour the field area during Fall 2019 and Spring 2020.

Item	Comment	Qu	Cost	Total
Year 1 (Fall 2019)				
Triple A batteries for wireless microphones	Camcorder accessory (20 pack)	1	\$12.00	\$12
Ultimaxx 80" inch Heavy Duty Camera Tripod	Camcorder accessory	1	\$60.00	\$60.00
Softbox lighting kit	Camcorder accessory	1	\$85	\$85
128 GB SD card	Camcorder accessory	2	\$40	\$80
PI Stipend Fall 2019	Field work, plus video editing, closed captioning	18	\$378 (Daily rate)	\$6,804
Winnemucca Fall 2019	per diem	12	\$55	\$660
Travel Fall 2019	Elko to Pleasant Valley and back in personal vehicle	6	0.55*320	\$1,056.00
Winnemucca 2019 Group Field Trip	Lunch Per Diem	20	\$14	\$280
GEOL 101 field trip guide replacement	Field work during Fall 2020 will not allow me to be in two places at once	2	\$250	\$500
2019/2020 Conference Travel	National Alliance for Broader Impacts			\$2,000
Year 1 (Spring 2020)				
PI Stipend Spring 2020	Researching and writing short field descriptions	18	\$378 (Daily rate)	\$6,804
Winnemucca Spring 2020	per diem	1	\$55	\$55
Winnemucca Travel Field Work Spring 2020	Elko to Pleasant Valley and back in personal vehicle	1	0.55*320	\$176
Year 2 (Fall 2020)				
3 credit lower division workload reassignment for Fall 2020	Part-time instructor	3	\$800 per credit	\$2,400
3 credit upper division workload reassignment for Fall 2020	Part-time instructor	3	\$1000 per credit	\$3,000

Winnemucca Fall 2020	per diem	4	\$55	\$220
Winnemucca Travel Field Work Fall 2020	Elko to Pleasant Valley and back in personal vehicle	2	0.55*320	\$352
Year 2 (Spring 2021)				
3 credit lower division workload reassignment for Spring 2021	Part-time instructor	3	\$800 per credit	\$2,400
3 credit upper division workload reassignment for Spring 2021	Part-time instructor	3	\$1000 per credit	\$3,000
2020/2021 Conference Travel, Registration	International to Montreal, Canada for Geological Society of America			\$2,500
			subtotal	\$32,444
Fringe benefits			9.35% of total salaries	2328.898
Subtotal				\$34,773
Great Basin College Indirect costs			Subtotal x %40	\$13,909.16
Total				\$48,682.06

REPORT OF THE CURRICULUM & ARTICULATION COMMITTEE

GBC Faculty Senate on December 14, 2018

Items for approval

COURSES:

- CSCO 480 - CCNP Route -New Course (4 credits)
- CSCO 482 - CCNP Switch -New Course (4 credits)
- CSCO 484 - CCNP Troubleshoot -New Course (4 credits)
- STAT 152 - Prerequisite change: Must have completed Math 126 or Math 126 E or higher with a "C" or higher.
- EIT 437 - Revise Course: New title: Introduction to Control Systems
- EIT 333 - Revise Course: Process (Piping) and Instrument Diagrams increased credits to 3 and new catalog description.
- EIT 468- Revise Course: New course description and prerequisite change.
- CRJ 289 Reactivate Course: Title change, Law and Justice, to align with CCN and catalog description change.
- IT 106- Revise existing course: Increased offering by 1 credit to reflect embedding the General Education Human Relations component. Changed catalog description.
- COT 490 – Prerequisite change.

CERTIFICATES: None

PROGRAMS:

- Digital Information Technology - BAS Program: Program emphasis reduced to 9 credits. CIT 303, COT 490, and IS 301. Increase program electives from 3 to 18 credits. Students can select from the new CSCO 480, 482, 484 in addition to CIT 361, 480, GIS 320, GRC 365, 383.
- Industrial Millwright Technology – AAS Program: Removed Gen Ed Human Relations 3 credits. Human Relations component is now embedded into IT 106. Program credits were adjusted to reflect removal of Gen Ed Human Relations; the addition of IT 102- 2 credits (new course), IT 103 reduced by 1 credit, IT 106 increased by 1 credit, IT 208 increased by 1 credit, TA 100 reduced by 1 credit. Certificate Program reflects the same changes except Gen Ed Human Relations 1 credit.
- Industrial Millwright course prerequisites changed to incorporate IT 102.
- INT 100 – GBC Orientation will be removed as a degree and graduation requirement beginning with the 2019-20 course catalog. This NSHE directive was made by Vice Chancellor Crystal Abba.
- Bachelor of Science Nursing will add 8-week course outline to the program on the catalog page.
- NRES 223 – Soils (Lab) – Deactivate Course